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ABSTRACT

This is an evaluation of a Title VII bilingual program that was conducted at South Shore High School in Brooklyn, New York, in 1979-1980. The program served Russian, Haitian Creole, and Spanish speaking students in both public and private schools. The evaluation provides a demographic analysis of the school's environment, information on student characteristics, and a program description. Instructional components of the program discussed include: (1) programming and transition; (2) funding; (3) bilingual classes; and (4) mainstream classes. Non-instructional components reviewed include: (1) curriculum and materials development; (2) supportive services; (3) staff characteristics; (4) staff development; (5) parental and community involvement; and (6) affective domain. The private school component of the program is also covered. Tables show students' results on the Criterion Referenced English Syntax Test. Students' performance and achievement is also shown for mathematics, native language arts, science, social studies, and reading. Attendance figures are presented for all students. Conclusions and recommendations based on the evaluation are offered. (APM)

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FINAL EVALUATION REPORT

ESEA Title VII

Grant Number: G007503721

Project Number: 5001-42-07601

SOUTH SHORE HIGH SCHOOL

PROJECT BLAST

BILINGUAL ASSISTANCE FOR STUDENTS

1979-1980

Principal: Dr. Lawrence Feigenbaum

Coordinator: Mr. Stephen Belis

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SOUTH SHORE HIGH SCHOOL
PROJECT BLAST - BILINGUAL ASSISTANCE FOR STUDENTS

1979 - 1980

Location: 6565 Flatlands Avenue, Brooklyn, New York

Year of Operation: 1979-1980, fifth year

Target Languages: Spanish, Russian, Hebrew, French/Creole, Yiddish

Number of Participants: Spanish (24); Russian (132); Hebrew (20); Yiddish (37); French/Creole (25), total (238)

Principal: Dr. Lawrence Feigenbaum

Project Coordinator: Mr. Stephen Belis

I. Demographic Context

A. Site: Project BLAST operates at South Shore High School, a large modern facility which opened its doors in 1970 as the largest racially integrated high school in the country. A comprehensive high school, it is fully equipped for both vocational and academic instruction. When the program was initiated in 1975, site selection was based on the school's location in a sector of New York City which serves as a port of entry to immigrants from various regions of the world, and on the school's particular resource--the broad range of its faculty's linguistic background and ability.

Project BLAST also provides services to five private, sectarian schools located in Brooklyn. These schools responded to offers of curriculum support, staff development activities, and other non-instructional services extended by Project BLAST personnel.

B. Environment: South Shore High School is located on the major thoroughfare of the Flatlands section of Brooklyn, an area whose population represents several ethnic concentrations including new immigrants from Central and South America, Haiti, and increasingly from the Soviet Union.

Rezoning took effect during the 1979-1980 school year, and localized South Shore's attendance area. This has resulted in a reduced enrollment at the school (some 4,000 students). To the distress of the program's Haitian students and faculty, incoming Haitian students were "zoned out" of the program by the change. Other groups were not substantially affected.

Project BLAST participants come from Brooklyn and Manhattan. If there is a closer zone school providing bilingual education in the native language, students do not attend South Shore. Hispanic students live in the attendance area, and until the zoning change mentioned above, Haitian students were also residents of the area. Some of the Hebrew-dominant and Russian-dominant students come from other districts, and are referred by High School Placement. (Since South Shore has had the City's only bilingual Hebrew program, it has attracted students from outside the attendance area, particularly from Manhattan. The parents of these Israeli students tend to come to the U.S. for employment and educational opportunities, and then return to Israel after a stay of a year or more.)

The large number of Russian-dominant students enrolled in the school and the program represents the expansion of Brooklyn's community of recently arrived immigrants from the Soviet Union. In general, more than two-thirds of the immigrants who arrive in New York from the Soviet

Union settle in Brooklyn. Originally, they were concentrated in the Brighton area, which is served by Lincoln High School. The settlement has spread, and large numbers now live in the vicinity of Ocean Avenue and Ocean Parkway; their high-school aged children attend South Shore. Some immigrants from the Soviet Union move to the school's attendance area specifically to take advantage of the school's bilingual program and the resources it offers to the students and their families.

The attendance area represents a cross-section economically. It is largely middle-class, but also encompasses public housing. Because all program students are newly arrived in the U.S., their families tend to be more marginal financially than many of the area's residents. Economic pressures, as well as the stress caused by breaking ties with the native country, cause numerous difficulties. Haitian immigrants tend to have numerous legal problems, for example. (See Supportive Services.)

There is a broad range of linguistic usage outside the school setting. Russian-dominant students (who may be trilingual if their families speak Yiddish) generally live in a cloistered community, and have little need to use English unless they hold jobs which require them to do so. The same holds true for French/Creole-dominant students. Among Spanish-dominant students, there is a broader range of linguistic usage-- from those who function exclusively in the native language to those who frequently communicate in English. Motivation tends to be a problem for these students, since they find that in New York City they can manage in the native language. Hebrew-dominant students necessarily use more English than other students in the program, since they are less cloistered and must use English to function in their communities.

II. Student Characteristics

A. Entry Criteria: Project BLAST provides instructional and supportive services to students enrolled at South Shore High School, and supplementary services to students enrolled at five private, sectarian schools. The private-school students are eligible by virtue of enrollment at the participating school. The entry criteria designated by the program therefore apply only to students enrolled at South Shore.

Since South Shore High School serves a port-of-entry area, Project BLAST is geared to meet the needs of newly arrived immigrants. All of its students are of limited English proficiency, and have scored at or below the 20th percentile on the LAB test. Students are determined to be eligible for the program on the basis of testing (LAB, CREST tests) and on the basis of interviews with program personnel, as well as additional evaluation by the school's tax-levy grade advisor.

Students who arrive in the U.S. and enter the school mid-year present a thorny problem. Technically, the program is not mandated to serve a target population larger than that stipulated in its proposal; however, newly enrolled students are clearly in need of the services available through participation in the program. In such cases, students receive skeletal services until they become officially entitled to Title VII program participation. (See Recommendations.)

B. Ethnic Composition: Metrolab figures presenting the major home languages of students enrolled at South Shore who scored below the 20th percentile on the LAB test indicated the following schoolwide enrollment at the outset of the 1979-1980 school year:

Spanish-dominant:	20
Russian dominant:	120
French/Creole dominant:	35
Hebrew-dominant (listed as "Other"):	5

A comparison of these data with figures for Project BLAST participation indicate that:

--the enrollment of Spanish-dominant and Russian-dominant students increased during the school year (by 5 and 12 respectively);

--15 Hebrew-dominant students served by the program were enrolled in private schools;

--all of the Yiddish-dominant students served by the program were enrolled in the private schools;

--nearly all of the school's recently arrived Russian-dominant students were served by the program; this was not true of the Haitian population.

All program students were foreign-born and recently arrived. Spanish-dominant students included natives of Chile, Ecuador, Argentina, and the Dominican Republic.

The target population of the program did, in general, reflect the ethnic composition of the area as a whole, although the new zoning will reduce the number of incoming Haitian students. It particularly mirrors the increasing population of immigrants from the USSR who are settling in the area.

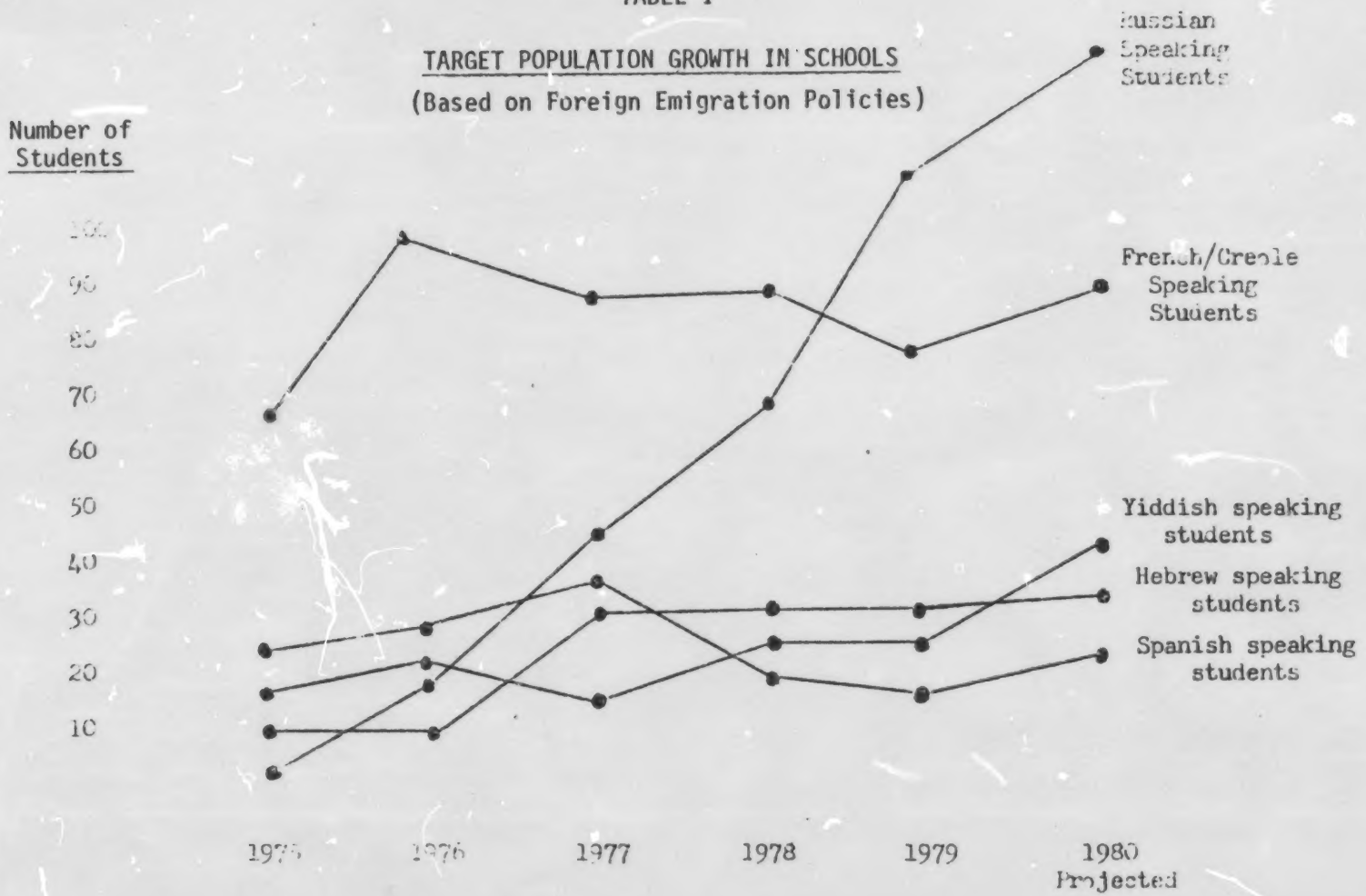
C. Language Proficiency: The target population represents a full range of proficiency in English and in the native language. Hebrew-speaking students had the narrowest range of linguistic proficiency; Russian-dominant students had the broadest. Literacy in the native language ranged from minimal (particularly among students coming from rural areas) to highly sophisticated (among students coming from urban environments).

D. Diversity: Project BLAST is characterized not only by the number of language groups it serves, but also by the diversity of educational backgrounds and levels of proficiency within those groups. The observations about language proficiency made above apply equally to general academic preparedness. Students vary markedly in terms of socio-economic circumstances as well: some are the children of professionals; others come from working-class backgrounds. In this sense, the Haitians represented the broadest spectrum.

TABLE I

TARGET POPULATION GROWTH IN SCHOOLS

(Based on Foreign Emigration Policies)



III. Program Description

A. Philosophy: Program personnel and school administration share the view that bilingual education must not become a form of maintenance; transition is stressed in every language group. Students are exited from the program when they are able to function in English, or if the staff judges that they are not benefiting from the program.

B. History: 1979-1980 was the fifth year of the program's funding cycle. (It was the first year that the program was administered by its present Coordinator; his predecessor, who had been with the program since its inception, resigned last year. Because he took over in the last year of the funding cycle, the present Coordinator basically strove to implement the program in its present form.)

In general, the program has altered since its inception in terms of the language groups it serves (see figure 1); the Russian-dominant group has become predominant; the enrollment of Hebrew speaking students has diminished. In terms of instructional component, there is somewhat more movement toward strengthening ESL instruction and facilitating transition.

C. Structure: Project BLAST operates within South Shore High School's Bilingual Education Department, which is under the direction of an assistant principal who also heads the Foreign Languages Department. The Program Coordinator, who is head of the Bilingual Education Program, has "cabinet status," and attends meetings with the principal and other department heads. The Department has its own tax-levy allotments for books and supplies. Aside from the students participating in the Title

VII Program, it serves students whose major home languages are listed by Metrolab as Italian (1), Chinese (6), Greek (1), Indochinese (4), Korean (1), Polish (2), and Romanian (1). These students are given ESL instruction, individual tutoring, and supportive services by the Bilingual Education Department. The Department is also set up to provide independent study programs in "almost any language," as the Program Coordinator stated. The Department takes advantage of resources available from other departments, such as the Foreign Language Department. In 1979-1980 a Chinese-language program was available through the Foreign Language Department.

D. Services to Private Schools: In addition to serving students enrolled at South Shore High School, Program BLAST provides services to Yiddish-dominant, Hebrew-dominant, and Russian-dominant students enrolled at five private, sectarian high schools located in Brooklyn. During the 1979-80 school year, these students numbered approximately 50; they were provided with services at their schools and not at South Shore (though their teachers occasionally visited South Shore for staff development or curriculum development activities). Two program teachers, one who is Russian- and Hebrew-speaking, and one who is Yiddish- and Hebrew-speaking, visited the five participating schools; they offered supplementary services, including guidance, tutorial services on an individual or small-group basis; suggestions on curriculum materials and texts; model lesson plans, evaluation services and testing materials.

At the beginning of each year, the Hebrew/Yiddish specialist, who is the private school coordinator, sends a letter to each school stating that the program is available, and asking whether help is needed in any area. The following participating schools requested services:

Be'er Hagolah High School

Beth Rivkah High School

Yeshiva of Flatbush

Mesifta Be'er Shmuel High School

Solomon Schechter High School

(See the section on Non-Instructional Components for a description of services provided to each of these schools.)

E. Articulation with City-Wide Russian Program: The program for Russian-dominant students at South Shore High School was the first such Title VII program in the country. It initially served as a resource center for schools nation-wide, and was a magnet school in the Brooklyn area for immigrants from the Soviet Union.

As the influx of Russian-speaking students has increased, additional services have been provided. In 1979-80, a City-Wide Russian Program was funded under ESEA Title VII. This Program is mandated to provide services to public and private schools in New York City which serve Russian-dominant students, including South Shore High School. Because South Shore students are entitled to services under both Title VII programs, articulation is rather complex. The complexity is increased, in practical terms, by the fact that the office of the Director of the City-Wide Program is located at South Shore High School; as a consequence, services are provided in the same place to the same language group.

The City-Wide Program was designed to further curriculum development and to offer supportive services. The South Shore Curriculum Specialist coordinated activities with the City-Wide Program, and indicated additional needs in terms of such materials. (These materials were not available from City-Wide during 1979-1980, however, since the program in its first year, was establishing itself, and did not have time to generate and test curriculum materials for classroom use.)

In terms of supportive services, the City-Wide Program provides additional counseling services, and makes available the services of a Family Assistant and Paraprofessional.

The City-Wide program is additionally designed to serve as a clearing house for services and materials in Russian--in terms of general information as well as centralized and state exams. This is a function which Project BLAST has served for some time, since it was the first Russian program of its kind. And to a large extent, BLAST has continued to handle requests and inquiries. The City-Wide Program has begun to take over referral problems and to respond to requests concerning exams, and will very likely take over this area of responsibility in subsequent years. (See Recommendations.)

City-Wide Personnel who provide services to BLAST--including a Family Assistant, Educational Assistant, and Curriculum Development-Resource Specialist--attend BLAST workshops. (See Staff Development.)

IV. Instructional Component

A. Programming and Transition

1. Programming: Each student's program is assembled on an individual basis. The tax-levy Grade Advisor conducts an interview with the student; although the Grade Advisor who works with program students can communicate (with varying degrees of fluency) in several languages, a Paraprofessional or a more fully bilingual student accompanies any student who is deficient in English. Programming is predicated on a profile which takes into account the student's interests and goals, and the results of fairly extensive testing. Students take the LAB and CREST tests, and in addition are evaluated in Math (by the Math Department), and in English (by an ESL teacher and/or the Chairperson of the English Department).

Students take ESL classes, courses in Native Language Arts and the content areas of Social Studies, Mathematics, and Science, and mandated/mainstream courses such as Physical Education and Art. In addition they may enroll in any of the large number of elective courses offered at South Shore High School. These include such classes as Tai Chi, Jewelry, Writing Workshop, etc. Some Program students may be unable to take such electives because of late entry into the program; they must take exclusively mandated courses to meet graduation requirements. Program students, however, are encouraged to take advantage of the school's resources by enrolling in elective classes.

Parents are requested to approve students' programs. If a student puts together a selection of courses which differs significantly from

that recommended by the Grade Advisor, the Program Coordinator is consulted, and parents may be called in to discuss the decision.

2. Transition: No specific criteria for exiting the program have been formulated. The decision is made on the basis of an evaluation by program Teachers, the Grade Advisor, and the Program Coordinator. For the most part mainstreaming is a gradual process; every student takes Math courses in the mainstream, for example, since Project BLAST offered only one Math course, but provided heavy tutorial support. In addition, many program students sign up for elective courses taught in the mainstream. If a student is deemed capable of functioning in a mainstream class in English or the major content areas, he or she is encouraged to do so (see section on mainstream classes).

Transition is effected within program courses in various ways. First, English is used in content-area courses whenever possible; curriculum materials supply English vocabulary for important terms. This practice is sometimes encouraged or necessitated by the composition of the class. As a result of two Poles and a Rumanian student joining the Russian bilingual World History class in the second semester, the teacher more frequently conducted the class in English; two-thirds of the materials introduced in the class were in English (with Reading Readiness in Russian).

English-dominant students who are learning Spanish, French, or Russian as a foreign language are sometimes invited to enroll in Native Language Arts classes given for program students. This was less frequent in the Russian NLA courses, in which only one English-dominant student was registered in 1979-1980. But in a French NLA class observed by the evaluator, half the students were Haitian and half were American-born. The class was a discussion of a novel by Sartre, which was read in the original; the teacher and students used both languages in the classroom.

Program students display various attitudes toward mainstreaming. They typically do not resist mainstreaming; some decidedly prefer taking mainstream courses. One member of the program staff noted that among the Russian-dominant students, there are some anti-Russian sentiments; indeed, some students prefer not to use the native language, and not to associate with others in their language group. One student, during an orientation visit to Brooklyn College, remarked, "I'm not going there, there are Russians there".

Such sentiments stem, at least in part, from the circumstances which have moved these immigrants to make the irreconcilable decision to leave their native country. Some students wish to make a clean break; they do not have--as many students from Central or South American and other countries do--plans or even hopes of returning to their native country.

But the push for mainstreaming among some Russian-dominant students and their parents may reflect as well their attitude toward bilingual education in general. "The Russians have been less "PR'ed" on bilingual education than the other language groups," one staff member remarked adding that some parents are not happy about bilingual education, but want a rationale for enrolling their children at South Shore, which they have heard is a good school. For this group, mainstreaming is clearly a desirable goal.

Students who are mainstreamed are provided with follow-up services; typically they remain connected to the program in terms of programming, tutorial support, and/or testing. The extent of the relationship depends upon the grade level. Ordinarily students are mainstreamed when they reach the higher grades; however even in this case most graduate under alternative graduation requirements, and testing is administered by the program.

B. Funding of Instructional Component:

Title VII personnel include 1 Program Coordinator, 5 Curriculum Development/Resource Teachers, and 5 Paraprofessionals. (There were 6 Paraprofessionals until April, 1980; one left and was not replaced). Program students were also served by 1 Title I ESL-NLA (French) Teacher, 6 Tax-Levy Teachers, and 1 Tax-Levy Grade Advisor. While the Program served students of five linguistic backgrounds, the staff was not organized according to language group, since several Teachers and Paraprofessionals were trilingual. One Resource Specialist commands Russian, Hebrew, and English. A program Paraprofessional had the remarkable/and unlikely qualification of being fluent in Creole, Spanish, Russian, and English.

The following chart indicates the funding sources for the instructional component:

TABLE II

Funding Sources for the Instructional Component

Instructional Component	Teachers	Paraprofessionals
ESL	1 Title I	4 Title VII
Reading (English)	2 Tax Levy	2 Tax Levy
NLA	5 Tax Levy	5 Title VII
Social Studies	3 Tax Levy: 1 Spanish 1 Fr./Creole 1 Russian	3 Title VII
Science	2 Tax Levy: 1 Spanish 1 Russian	3 Title VII
Mathematics	1 Title VII (Fall)	1 Title VII

C. Bilingual Classes:

1. Instructional Offerings: The bilingual courses offered by Project BLAST at any given time depend upon the needs and number of students enrolled in the program. Because there are relatively small numbers of students in all language groups other than Russian, not every class is taught every year. If students need mandated courses or miss a course due to late entry, they can take any offering on a tutorial basis.

The emphasis on tutorials and the flexibility of the program staff in providing individual instruction is a distinctive feature of the instructional component. Content area subjects are often taught on this basis, and supplementary tutoring by Paraprofessionals or by students is often done on a "pull-out" basis. In 1979-1980, the following subjects were taught to individuals or small groups in tutorials:

Economics (French/Creole)
American Studies (French/Creole)
American Studies (Spanish)
Biology (French/Creole)
Hygiene (French/Creole)

Table III provides information on bilingual classes taught in 1979-80. As the table indicates, formal content area courses were taught in Russian and Spanish only; all French/Creole instruction in content areas was done on a tutorial basis (see list above.) The enrollment of only 5 Hebrew-dominant students at South Shore precluded the inclusion of Hebrew bilingual content area courses in the curriculum. (NLA instruction was provided in all four languages, however.) Yiddish is not represented on the Table, since all participating Yiddish-dominant students were enrolled in the private schools, and received supportive, supplementary (but not instructional) services.

TABLE III

Bilingual Classes 1979-80

Subject	No. Classes/ Register	Hrs./Week	Staffing Teachers/Paras.	Curriculum
ESL				ESL: Modified standard curriculum. A general plan of study for ESL is being undertaken by the Title I ESL teacher.
A-Basic	1	10		
B-Intermediate	2	10		
C-Advanced	1	10		
D-Transitional	2	5		
NLA		5		NLA: Modified foreign language curricula; geared to Regents; designed to meet students' needs which change year to year.
French-Remedial				
French				
Russian-Remedial				
Russian				
Spanish				
Hebrew				
SOCIAL STUDIES		5		
Economics-Russian	2/30			Program-developed
American Studies-Russian	1/34			
American Studies-Spanish	1/15			Standard curriculum in translation, modified
World History-Russian	1/34			Standard curriculum in translation, modified
SCIENCE				
Biology-Russian	1/34	5		Program-developed curriculum
Biology-Spanish	1/15			Adapted standard curriculum
Hygiene-Russian	1/25			Adapted standard curriculum
MATH		5		
ESL Math (Fall)	1/20			In progress
OTHER		5		
ESL Typing (FALL)	1/20			Transitional individualized packets

One Mathematics course was offered in the fall semester: the Yiddish Curriculum Development Specialist developed an ESL Math course for students in all language groups. It was discontinued, but there are plans to further develop this curriculum and to reinstate it. In the meantime, students take Math courses in the mainstream and are given tutorial assistance by program Paraprofessionals and/or other students. ESL Typing was also taught only in the fall.

2. Native Culture: Native culture is incorporated into the NLA curriculum for each language group. Literary works in the native language, as well as other aspects of culture, are studied in these classes. In bilingual Social Studies classes, a comparative approach to the development of culture introduces consideration of the students' native heritage. In addition, program students have acted as resources for other Social Studies or Area Studies courses given at South Shore; they visit these classes and make presentations about aspects of their native culture. Program students also participate in ethnic weeks sponsored by the Board of Education, and mark ethnic holidays and festivals.

D. Mainstream Classes

The chart on the following page indicates the number and percentage of program students in each of the three major language groups who in 1979-1980 were enrolled in mainstream classes (mandated subjects and electives).

TABLE IV

Project BLAST Students Enrolled in Mainstream Courses

Class	Spanish-dominant		Fr./Creole-dominant		Russian-dominant	
	No.	%	No.	%	No.	%
American History	1	4%	4	16%	0	0%
Art	2	8%	7	28%	31	23%
Auto Shop	1	4%	2	8%	0	0%
Business Machines	1	4%	0	0%	0	0%
Driver Education	0	0%	0	0%	2	1.5%
Economics	0	0%	11	44%	5	4%
Electricity Shop	0	0%	0	0%	3	2%
English	2	8%	7	28%	18	14%
History	2	8%	0	0%	8	6%
Hygiene	2	8%	2	8%	8	6%
Jewelry	1	4%	0	0%	2	1.5%
Mathematics	13	54%	15	60%	103	78%
Music	1	4%	6	24%	18	14%
Photography	0	0%	2	8%	1	1%
Reading	3	12%	4	16%	24	18%
Record Keeping/ Accounting	0	0%	2	8%	1	1%
Science	3	12%	5	20%	18	14%
Sewing	0	0%	5	20%	1	1%
Typing	3	12%	1	4%	13	10%
Writing Workshop	0	0%	2	8%	3	2%

V. NON-INSTRUCTIONAL COMPONENT

Overview:

Component	Funding Source	Personnel
A. Curriculum Development	Title VII	5 Curriculum Development Specialists (1 per language group)
	Title VII*	1 City-Wide Program Curriculum Specialist
B. Supportive Services	Tax Levy	1 Grade Advisor
	Title VII	5 Educational Assistants
	Title VII*	1 City-Wide Program Family Assistant
		1 City-Wide Program Para-professional
C. Staff Development	Title VII	Program Coordinator
D. Parental and Community Involvement	Title VII	Program Coordinator
E. Other: Supervision and Administration	Title VII	Program Coordinator
Secretarial Support	Title VII	Bilingual Secretary

A. Curriculum and Materials Development:

The Title VII staff of Project BLAST included Resource Specialists who have expertise in each of five language groups represented in the program: Spanish, French, Yiddish, Hebrew and Russian. These Specialists taught program classes, and generated curricula and materials for classroom use. Materials in Russian will, in the future, be provided as well by the Curriculum Specialist attached to the Title VII City-Wide Russian Program. (That program was, in 1979-1980, in its first year of operation; time did not permit the development and testing of materials during the school year.)

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*Supplementary services are provided in this component by the Title VII-funded City-Wide Russian Program. See Section IIIB on articulation between Project BLAST at South Shore and the City-Wide Program.

During 1979-1980, Project BLAST personnel developed the following materials:

French: Biologie pratique, a curriculum for a course in hygiene, which was completed and pilot-tested.

Russian: Biology Laboratory Manual, including glossary in Russian and English.

Yiddish: Yiddish Language Arts, a comprehensive introduction to Yiddish which is appropriate for independent study, and which has been used for that purpose by a number of private schools.

In addition, an ESL Math curriculum was undertaken. This curriculum is designed to prepare non-English-dominant students for standardized state exams. It is being prepared in English, but will be translated into other languages as needed.

Project BLAST has also utilized the central Bilingual Resource Center at 131 Livingston Street, particularly for materials in Spanish. One staff member remarked that in general, there is insufficient coordination of resources, and too much duplication of effort, particularly in Spanish and French/Creole--languages in which several Title VII programs are independently generating materials.

Program BLAST has assembled a Resource Center at South Shore which consists of two rooms: one contains materials in Russian; the other houses materials in the other program languages. The Russian collection includes a fair number of volumes which were bequeathed to South Shore by a private individual. The majority are nineteenth-century classics; there are several sets of collected works by major authors. There were significantly fewer resources available to students of other language groups.

B. Supportive Services:

Students in Project BLAST received individual and group guidance through the school's tax-levy services. There was no bilingual Guidance Counselor at the school, though one of the tax-levy guidance counselors does happen to manage (to some degree) in several languages. If a language barrier inhibits meaningful contact between the student and the Guidance Counselor, a Paraprofessional or fellow student sits in at the meeting.

Contact with the Guidance Counselor typically focused on placement, programming, career or vocational planning, and any problems that may arise in the student's school life.

Program students, who are for the most part newly arrived immigrants, generally encounter numerous difficulties in adjusting to their new environments; in addition, their families often contact the school for assistance with problems related to their legal status, employment, health, housing, etc. The program Coordinator keeps in close touch with parents, and makes referrals whenever possible; the program has in its five years of operation compiled a useful knowledge of agencies and resources in the community. However, the program staff is not equipped to do extensive work with the families; there is no family assistant attached to the program (though the program "borrows" the services of a family assistant attached to the City-Wide Russian Program). Home visits have not been done. (See section V.E on Parental Involvement.)

Jewish social service agencies have mobilized to provide assistance in the immigrants from the USSR who have settled in large numbers in Brooklyn, and recently in the Canarsie area. The program's Russian-dominant students have therefore been offered an array of supportive programs and services, including the following:

1. The Jewish Family and Children Service has provided a psychologist, who came to the school at least three times per week. He worked with those students who were having particularly intense difficulties on a "pull-out" basis, made referrals to other professionals for private consultation; in some cases teachers made referrals to him for private treatment. He worked intensively with five program students.

2. Recreation Room and Settlement House: A social worker tried to organize groups oriented to social activities among the Russian-dominant students. There was some resistance to this effort. However, by the end of the year there was one group functioning--a band composed of six students who were planning a concert for the year's end.

3. Jewish Public School Youth (JPSY): This agency is oriented toward cultural reinforcement. It offered films and trips, and various activities to familiarize the students with "Americans." Program students tended to be uninvolved in these activities.

4. Consciousness Raising Group: Vera Tarr of Queens College tried to assemble a Consciousness Raising Group, to work on values development with the young women in the Program who tended to have little vocational ambition and low self-esteem.

5. Federation Employment and Guidance Services: (FEGS): This agency offered students a biweekly program to familiarize them with career options, and to provide supplementary vocational counseling. These programs were conducted in Russian by a FEGS counselor, with a Russian-speaking teacher in attendance. Some 60 students participated.

6. "Acculturation"--: A series of lectures by a consultant affiliated with Queens College, and supported by Title VII funds, provided students and staff with discussions geared toward smoothing the transition between radically different societies.

The Program Coordinator stated that in view of the disproportionate number of services available to Russian-dominant program students, as compared with students in other language groups, special efforts are made to plan more extracurricular activities, such as field trips, for the other students. These trips included visits to the theater, to city colleges (Brooklyn College, Yeshiva University), and to "The New York Experience."

In addition, the following supportive services were made available to the other language groups:

1. Self-Awareness Career Planning: A series of weekly programs, supported by Title VII funding, was held for three months of the fall term. This after-school program, was planned primarily for Haitian students who needed most support in this area. It was conducted by a tax-levy Guidance Counselor (funded for this program by Title VII) with a paraprofessional. Thirty students participated.

2. ASPIRA: On two occasions lecturers visited the school and lectured Spanish-dominant students on career options and related topics.

C. Staff Characteristics:

A noteworthy feature of the program's professional staff is that two of the Resource Specialists were formerly Paraprofessionals in Project BLAST. Table V presents the educational and linguistic background as well as the previous professional experience of Project BLAST staff.

Of the five Paraprofessionals on the program staff, 3 were foreign-born native speakers of program languages; 2 were American-born. One Paraprofessional speaks Russian, French, Creole, Spanish, and English.

The Paraprofessionals had the following characteristics in terms of experience and education:

4 years Bilingual Ed/Associate Degree, working toward B.A.
3 years Bilingual Ed/no degrees
1 year Bilingual Ed/just began undergraduate work
2 years Bilingual Ed/halfway toward B.A.
2 years Bilingual Ed/halfway toward B.A.

D. Staff Development:

The Staff Development Component of Project BLAST included the following activities:

1. Classroom observation: The program staff did not include a teacher trainer. Classroom observation was carried out on an informal basis by the Program Coordinator. Formal observation was the responsibility of the Chairperson of the Foreign Languages Department.

2. University courses: Of the five Resource Specialists in the program, 4 were working toward M.A. degrees in ESL; one was working toward a Ph.D. in Bilingual Education and Educational Administration. Four of the five Paraprofessionals were working toward the B.A. degree in ESL or Education.

3. Workshops: Program workshops were held on a bimonthly or monthly basis during the year; they addressed such topics as utilization of audio-visual aids in the classroom, working with the multi-level classroom, new intake procedures, utilization of outside resources in the community and the city.

4. Meetings: Program Teachers and Paraprofessionals attended monthly departmental meetings. Teachers attended monthly school faculty meetings.

5. Outside Conferences: Program staff members participated in the following outside conferences:

TABLE V

Staff Characteristics

Position	Certification/ Education	Linguistic Bkgd.	Previous Experience
Program Coordinator	Certified in Spanish	Native English speaker	4 yrs. as Program Teacher
Spanish Resource Specialist	B.A. in Spanish/NYC License and State Certification in Spanish	Native Spanish speaker	1 yr. ESL
Russian Resource Specialist	Graduate of Pedagogical Institute in the USSR/ Coursework in US in Bilingual Education/ NYC Russian License	Native Russian speaker	2 yrs. as Paraprofessional in Program 2 yrs. as Teacher in Program
Hebrew Resource Specialist	B.S. in Education Coursework in Bilingual Education and ESL N.Y.C. License in High School Bilingual Science	Native Spanish speaker Lived in Israel	3 yrs. in Bilingual Education (Hebrew/English) in Israel
Yiddish Resource Specialist	B.A. in Education/ M.A. in Special Education/ N.Y.C. Yiddish License/ State certification in Special Education/ Homebound License/ Common Branch License/ Coursework in ESL and Bilingual Education	Fluent in Yiddish, Hebrew	7 yrs. private school Bilingual Education 2 yrs. in Program
French Resource Specialist	M.A. in French Language and Civilization (specializing in Haitian culture and Linguistics)/ N.Y.C. Spanish License/ State Certification in French and Spanish	Native English speaker	1 yr. as Paraprofessional in Program 3 yrs. as Program Teacher

Program Coordinator -- Title VII Training Workshop, Washington
Title VII Mini-Workshop on Management, Albany
New York State Foreign Language Teachers Association Conference
Ninth International Bicultural, Bilingual Conference
ASPIRA Counselors Training Workshop
Student Aid Conference

Spanish Resource Specialist -- ASPIRA Counselors Training Workshop

Haitian Resource Specialist -- Northeastern Foreign Language Teachers Association

6. In-Service Training: Weekly language training in Russian was provided in the fall term for non-Russian-speaking program staff and other interested teachers in the school.

E. Parental and Community Involvement:

Program parents participated actively in various facets of Project BLAST. They maintained frequent phone contact with the Program Coordinator and/or other program personnel, and took part willingly in such events as open school, program-sponsored field trips, and the Parent-Student Advisory Committee. Geography was the primary factor affecting parents' participation; there has been significant variation in terms of distances from home to school. The Russian-dominant population has been the most widespread geographically, although the concentration of services available to these immigrants in the vicinity of the school, such as the Russian Resettlement Program, has attracted this population to the immediate area.

This component encompasses the following activities or groups:

1. The Parent-Student Advisory Committee: This rather large committee was composed of some 40 to 50 members, including 10 elected by each language group and several additional Russian-dominant parents who attended meetings. The committee met at the school on a bimonthly basis, but the individual language group sub-committees met more frequently (usually on a monthly basis) outside of school. All of these groups maintained frequent phone contact with the Program Coordinator. The Committee's functions included

dissemination of program-related information; advising the program Coordinator and other staff on policy and other matters; dealing with special problems as they arose.

2. Parent Education: South Shore High School offers a full program of evening education for parents; while this program was not specifically connected with Project BLAST, the program did inform parents of the available classes, and encouraged them to take advantage of the opportunity.

3. Special Events: Parents visited the school for the "Open School" days which were held each term (fall and spring) and which were fairly well attended. They were also informed of citywide weekly language programs, and festivals organized at the school by the various language groups. The school's moveable walls allowed flexibility in planning these events; classrooms could be converted into large meeting areas where all program students and parents could be accommodated.

4. Supportive Services: Parents of program students were often in need of the same kinds of supportive services required by the children. Many had made the decision to leave their native countries (particularly the Haitian and Soviet emigres) because they were in conflict with the values of their society. They may bring to the U.S. a habitual distrust of public or government institutions, including the school; at the same time, they are in need of assistance, since they typically encounter complex problems related to finances, legal status, employment, housing, etc. The stress of having irrevocably broken ties with the native country and of functioning in a society whose values are unfamiliar may be aggravated if the parents' high-school aged children feel, as they often do, that they have been involuntarily removed from their communities, their schools, their friends, at the parents' initiative.

In the case of the Russian-dominant students, they may have undergone official or unofficial harrassment (from school administrators, teachers, and schoolmates) during the period between applying for an exit visa and actually leaving the USSR; this may cause more solidarity with other family members, or in some cases it may alienate these adolescents from their parents.

While the program is neither funded nor mandated to provide sorely needed supportive services directly to participants' parents, it can make available to those parents the information and experience accumulated by the staff over the five years of the program's operation. The program staff members generally know how the social service bureaucracy functions, and can guide parents in securing assistance in health and welfare matters. If program personnel cannot assist parents by means of translations or direct referrals, they often know who to contact to determine the proper channels. Referrals are made on a frequent basis to NYANA (New York Association for New Americans), the Russian Resettlement Program, the Association of Carnarsie (housing problems), and other agencies.

5. Parent Conferences: Parents were encouraged to meet with program personnel on a regular basis. During 1979-1980, the Program Coordinator held at least one conference with the parent(s) of each participating student. The Program Coordinator initiated such a meeting on the basis of poor attendance or an academic failure in any subject. In some cases where the problem was severe, conferences with parents were held on a weekly basis. Conferences may also be initiated if students make school personnel aware of particular problems at home which are affecting their work at school.

6. Community Information Channels:

Information about program activities was disseminated to the community by various means, including articles in local newspapers (The Canarsie Digest, The Canarsie Courier), articles and announcements in ethnic newspapers including Novoe russkoe slovo, Novyj amerikanets; El Diario, La Prensa. Program activities were covered in the school newspaper, Shorelines. Announcements were also made through churches and synagogues, direct mailing, spots on W.N.Y.C. The bulletin board at the Bilingual Department office was well maintained, and displayed articles from local newspapers about the program, as well as announcements of events and activities.

F. Affective Domain

1. Attendance: The Final Evaluation Report for 1978-1979 indicated that attendance levels were not as high as might have been expected. Among Russian-dominant students, for example, attendance fell below that of the school as a whole. The Program Coordinator stressed that the crucial measure is not the comparison of attendance data with that of the rest of the schcol, but rather with the estimation of what attendance would be for the same group if it were not served by the program. He suggested that attendance levels have indeed been higher than they would be in the absence of the program.

He did, nevertheless, attempt to tighten discipline during this school year. Bus and lunch passes were withheld from students who were found to be cutting classes, for example. Parents were called in if a student's attendance became erratic.

2. Discipline: In general, there were few discipline problems and few if any suspensions. The only persistent breech of discipline has occurred between classes; Russian-dominant students are generally used to having 15 minute breaks between classes, and there is consequently some milling about in the corridors at the beginning of each period.

3. Extra-Curricular Activities: Program students eagerly took part in various school-wide activities, and were particularly active in sports. They joined school teams, including soccer, baseball, track, girls' track, fencing. Program students displayed particular talent in art and especially sculpture, and exhibited in a schoolwide show. Several played instruments in the school orchestra; two students auditioned for and were accepted in the citywide school orchestra.

Students also took part in extra-curricular activities sponsored by Project BLAST. They planned and participated in holiday celebrations and festivals celebrating their native culture. In addition, students produced the excellent publication, Our World, which included submissions in various languages represented by the school's Bilingual Department.

The program also sponsored various trips to cultural sites and universities in New York.

VI. Private School Component

Among the target population served by Project BLAST in 1979-1980 were 55 students enrolled in private, sectarian high schools in Brooklyn. These included Yiddish-, Hebrew-, and Russian-dominant students. The Yiddish-dominant students were, for the most part, born in the United States to parents who are primarily Yiddish-speaking. Yiddish is their home language, and the language used in their schools and in the communities in which they live. They may therefore have only rudimentary skills

in English, and therefore require bilingual services in order to take and pass state examinations in English. In contrast, the Hebrew- and Russian-dominant students at the participating private schools were foreign-born, and came to the U.S. during their school years.

These students received services from Project BLAST, but were not on-site at South Shore (unless ocassionally to take a Regents Exam or other standardized instrument). Rather, program Teachers visited the private schools. This contact was coordinated by the Yiddish Resource Specialist (who also speaks Hebrew), and was implemented by both the Yiddish Specialist and a Teacher who was fluent in Hebrew and Russian. Scheduling these visits was often problematic, since the typical school day at these schools included religious studies from early morning until 3 p.m., and secular studies from 3-6 p.m.

Private school students did not receive direct class instruction from program personnel. Rather, Project BLAST furnished supplementary services in the following areas:

Curriculum and Materials Development: Program teachers recommended texts and other materials which were determined to be appropriate for the private school students. They presented model lessons for bilingual instruction, and made available ESL materials.

Staff Development: Private school teachers have visited South Shore to observe bilingual classes.

Supportive Services: Project BLAST Specialists provided tutoring to private school students on a "pull-out" basis. Students were tutored individually or in small groups of up to 10 students. This assistance was given in the students' home language, particularly in the areas of Math and Science.

Evaluation and Testing: Program Specialists conducted interviews with newly arrived students to determine their academic background. They administered diagnostic tests, and provided materials for citywide or statewide examinations in the home language.

The services furnished to each participating school were designed to meet the needs of that school. At the outset of the school year, the Yiddish Resource Specialist sent out a letter to participating schools saying that the program was continuing, and asking what kinds of assistance were necessary or desirable. Responses were received from five schools, which requested and received the following services:

Be'er Hagolah Institute: This school has a significant population of Russian-dominant students. The program Teacher maintains weekly phone contact with Be'er Hagolah. She also conducts interviews with incoming students, administers diagnostic tests, and implements other evaluation and placement measures. In addition, she provides ESL and other materials, made recommendations concerning curriculum, and arranged for private school teachers to come to South Shore to observe classes and meet with program teachers of ESL.

Beth Rivkah High School: The program Specialist works with the private school personnel to evaluate newly arrived Russian-dominant students, to resolve programming problems, and to acquaint students with graduation requirements. She supplied materials and texts, and made arrangements for Beth Rivkah teachers to observe ESL classes at South Shore.

Yeshiva of Flatbush: This school has an NLA program in Yiddish, but did not require any assistance in this area. Among its students are Russian- and Hebrew-dominant students. Program Specialist provided tutoring, meeting twice a week with students who needed assistance in the sciences, particularly in biology and chemistry.

Mesifta Be'er Shmuel: The Yiddish Resource Specialist visited this school once each week, and tutored students individually or in groups of 2-8 in geometry and trigonometry. Students participated on a voluntary basis.

Solomon Schechter High School: The program maintained biweekly phone contact with this school, and provided assistance in the area of curriculum development. In particular, the program provided history materials in Hebrew. There are Russian-dominant students enrolled in the school, but the program has not worked with them. The Yiddish Specialist noted that in general, Solomon Schechter students could use more assistance than they received.

VII. Assessment Procedures and Findings

The following section presents the assessment instruments and procedures, and the results of the testing.

Assessment Procedures and Instruments

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies and science. The following are the areas assessed and the instruments used:

English as a Second Language	--	Criterion Referenced English Syntax Test (CREST), Level I, II, III
Reading in Spanish	--	CIA Prueba de Lectura (Total Score), Level V
Reading in French	--	SRA Test de Lecture (Total Reading), Level II
Mathematics Achievement	--	New York City Computation Test (Mixed Fundamentals)
Mathematics Performance	--	Teacher-made Tests
Science Performance	--	Teacher-made Tests
Social Studies Performance	--	Teacher-made Tests
Native Language Arts Performance	--	Teacher-made Tests
Knowledge of Cultural Heritage	--	Teacher-made Tests
Attendance	--	School and Program records

The following analyses were performed:

A) On pre/post standardized tests of native language reading (French, Spanish) and mathematics achievement statistical and educational significance are reported:

1) Statistical Significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test

mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

2) Educational Significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1]

An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as

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[1] Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

B) On the Criterion Referenced English Syntax Test (CREST) information is provided on the number of objectives attempted and mastered, the percentage of objectives mastered versus those attempted, and number of objectives mastered per month of treatment. Information is also provided on student performance on the various test levels. CREST results reported are based on two sources: Title I supported ESL and non Title I supported ESL. Due to reporting inaccuracies, data for Title I CREST are given for Spring testing only. Non Title I results are presented for the total year.

C) The results of the criterion referenced tests in mathematics, social studies, science and native language arts are reported in terms of the number and percent of students achieving the criterion levels set for the participants (60% passing).

D) Information is provided on the attendance rate of students participating in the bilingual program, compared with that of the total school population.

The following pages present student achievement in tabular form.

TABLE VI

English as a Second Language

Total Year

Russian Speaking Students

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Month.
(Non Title I ESL)

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Months of Treatment*	Objectives Mastered Per Month
9	---------- NO DATA ----------					
10	20	17.3	12.3	71%	6.4	1.9
11	52	17.3	12.5	72%	6.6	1.9
12	24	17.0	11.9	70%	7.4	1.6
Totals	96	17.2	12.3	72%	6.6	1.9

*Instructional time between pre- and post-testing.

Total year CREST results regardless of test level for Russian speaking students tested revealed that the combined sample of 96 mastered 12.3 of the 17.2 objectives attempted (72% mastery rate). Based on 6.6 months of instructional treatment, students mastered an average of 1.9 objectives for every 4 weeks of instruction. The rate of mastery for every 4 weeks of instruction ranged from 1.6 objectives (grade 12) to 1.9 objectives in grades 10 and 11. Despite a relatively short treatment time, students demonstrated excellent rates of mastery of CREST objectives.

TABLE VII

English as a Second Language

Total Year

Russian Speaking Students

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

(Non Title I ESL)

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	---------- NO DATA ----------									
10	20	244	167	68%	68	53	78%	34	25	74%
11	52	485	363	75%	351	230	66%	63	57	90%
12	24	106	76	72%	199	126	63%	98	84	86%
Totals	96	835	606	73%	618	409	66%	195	166	88%

The grade and test level crosstabulation of total year CREST results for Russian speaking students revealed that:

a) students throughout the grades tended to function primarily on the lower two test levels;

b) mastery rates were above 60% in each grade.

TABLE VIII

English as a Second Language

Spring

French Speaking Students

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

(Title I ESL)

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Days of Treatment*	Average Months of Treatment*	Objectives Mastered Per Day	Objectives Mastered Per Month
11	1	19.00	13.00	68%	59.00	2.95	0.22	4.40
12	3	12.00	3.67	31%	61.33	3.07	0.06	1.20
Totals	4	13.75	6.00	44%	60.75	3.04	0.10	2.00

*Instructional time between pre- and post-testing.

Table VIII presents results of CREST testing in Spring for French speaking students regardless of test level. The number of objectives attempted on the average was 12 in grade 12 and 19 in grade 11. The average number of objectives mastered were 3.67 in grade 12 and 13 in grade 11. These data translate into mastery rates of 31% in grade 12 and 68% in grade 11. Average mastery rates expressed as a ratio of objectives mastered for every four weeks of instruction were 1.20 objectives in grade 12 and 4.40 objectives mastered per month in grade 11.

TABLE IX

English as a Second Language

Spring

French Speaking Students

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

(Title I ESL)

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
11	1	19	13	68%	—	—	—	—	—	—
12	3	30	11	37%	—	—	—	6	0	0%
Totals	4	49	24	49%	—	—	—	6	0	0%

Eleventh grade French speaking students in Spring mastered 13 of 19 level I objectives. Among 12th graders, 11 of 30 level I objectives were mastered; 6 objectives on level III were attempted but not mastered.

TABLE X

English as a Second Language

Spring

Spanish Speaking Students

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

(Title I ESL)

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Days of Treatment*	Average Months of Treatment*	Objectives Mastered Per Day	Objectives Mastered Per Month
10	1	10.00	10.00	100%	60.00	3.00	0.17	3.40
11	3	9.33	3.00	32%	58.67	2.93	.05	1.00
Totals	4	9.50	4.75	50%	59.00	2.95	.08	1.60

*Instructional time between pre- and post-testing.

Table X presents results of CREST testing in Spring for Spanish speaking students regardless of test level. The number of objectives attempted on the average was 9.33 in grade 11 and 10 in grade 10. The average number of objectives mastered was 3 in grade 11 and 10 in grade 10. These data translate into mastery rates which were 32% in grade 11 and 100% in grade 10. Average mastery rates expressed as a ratio of objectives mastered for every four weeks of instruction were 1.00 objectives in grade 11 and 3.40 objectives mastered per month in grade 10.

TABLE XI

English as a Second Language

Spring

Spanish Speaking Students

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

(Title I ESL)

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
10	1	10	10	100%	—	—		—	—	—
11	3	9	1	11%	—	—		19	8	42%
Totals	4	19	11	58%	—	—		19	8	42%

Spanish speaking students in grade 10 attempted and mastered 10 level I objectives (perfect mastery rate).

For 11th graders, 1 of 9 level I objectives and 8 of 19 level III objectives were mastered.

TABLE XII

Spanish Reading Achievement

Spanish Speaking Students

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Spanish Reading Achievement of Students with Full Instructional Treatment on the CIA Prueba de Lectura (Total Score), Level V.

Grade	N	Pre-test Mean	Pre-test Standard Deviation	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	P	ES
9	4	91.3	2.5	89.5	7.4	-1.8	.77	-.63	NS	--
10	29	80.0	12.0	81.7	12.6	1.7	.92	1.85	.05	.34
11	15	82.3	12.4	82.6	13.3	.3	.85	.16	NS	.04
12	---------- NO DATA ----------									

Table XII presents achievement data for Spanish speaking students on the CIA Prueba de Lectura. Students in grade 9 showed a raw score decline of 1.8 raw score points while 10th grade students showed gains of 1.7 raw score points. Eleventh grade showed a .3 raw score gain. The gain for students in grade 9 was statistically significant at the .05 significance level, while gains for 11 grade students were not significant beyond the .05 level of significance. The gains for students in grade 10, when expressed in standard deviation units were judged to be of small educational significance.

The decline for 9th grade students most likely occurred because of severe range restrictions and the near ceiling effect at pre-test. The decline may, therefore, be little more than a regression artifact due to imperfect intraform correlation. In addition, this small sample size (n=4) makes one hesitant to asseverate anything regarding project impact.

It is recommended that the present test level be reviewed for its appropriateness among 9th grade students. A higher test level may be more appropriate.

TABLE XIII

Native Language Arts Performance

Russian Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Native Language Arts

Grade	FALL 1979 N	FALL 1979 Number Passing	FALL 1979 Percent Passing	SPRING 1980 N	SPRING 1980 Number Passing	SPRING 1980 Percent Passing
9	---------- NO DATA ----------					
10	14	14	100%	8	7	88%
11	21	20	95%	11	9	82%
12	12	12	100%	11	11	100%

In the Fall term, the percentage of Russian speaking students passing teacher-made examinations in native language arts ranged from 95% in grade 11 to 100% in grades 10 and 12. In Spring, the percent mastering the curriculum ranged from 82% in grade 11 to 100% in grade 12. Overall, the stated evaluation objective for native language arts was met and substantially surpassed in all grades (60% pass rate).

TABLE XIV

Native Language Arts Performance

Spanish Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Native Language Arts

Grade	FALL 1979 N	FALL 1979 Number Passing	FALL 1979 Percent Passing	SPRING 1980 N	SPRING 1980 Number Passing	SPRING 1980 Percent Passing
9						
10	--------- NO DATA ---------			2	2	100%
11						
12						

In the Spring term, the percentage of Spanish speaking students passing teacher-made examinations in native language arts was 100% in grade 10. Overall, the stated evaluation objective for native language arts was met and substantially surpassed (60% pass rate).

TABLE XV

Mathematics Achievement

Russian Speaking Students

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Mathematics Achievement of Students with Full Instructional Treatment on the New York City Arithmetic Test (Mixed Fundamentals).

Grade	N	Pre-test Mean	Pre-test Standard Deviation	Post-test Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	P	ES
9	NO DATA									
10	NO DATA									
11	4	27.5	11.9	30.3	13.7	2.8	.99	2.20	.05	1.10
12	NO DATA									

Table XV presents achievement data for Russian speaking students (grade 11 only) on the Mixed Fundamentals Subtest of the New York City Arithmetic Test. Students showed raw score gains of 2.8 raw score points. The gain was statistically significant at the .05 significance level. The gain, when expressed in standard deviation units was judged to be of large educational significance despite a small n.

TABLE XVI

Mathematics Performance

Russian Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Mathematics

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	1	1	100%	1	1	100%
10	3	2	67%	1	1	100%
11	2	1	50%	2	1	100%
12	4	4	100%	2	2	100%

In the Fall term, the percentage of Russian speaking students passing teacher-made examinations in mathematics ranged from 50% in grade 11 to 100% in grades 9 and 12. In Spring, the percent mastering the curriculum was 100% in all grades. Overall, the stated evaluation objective for mathematics was met and substantially surpassed. Only students in grade 11 (Fall) failed to reach the criterion level (60% pass rate).

The reliability of the percentages is small due to the small sample sizes.

TABLE XVII

Mathematics Performance

French Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Mathematics

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	---------- NO DATA ----------					
10	1	1	100%	--------- NO DATA ---------		
11	12	6	50%	12	10	83%
12	14	14	100%	13	13	100%

In the Fall term, the percentage of French speaking students passing teacher-made examinations in mathematics ranged from 50% in grade 11 to 100% in grades 10 and 12. In Spring, the percent mastering the curriculum was 83% in grade 11 and 100% in grade 12. Overall, the stated evaluation objective for mathematics was met and substantially surpassed. Students in grade 11 (Fall) failed to reach the criterion level (60% pass rate).

TABLE XVIII

Mathematics Performance

Spanish Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Mathematics

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	---------- NO DATA ----------					
10	1	1	100%	3	0	0%
11	15	10	67%	15	7	47%
12	5	5	100%	5	5	100%

In the Fall term, the percentage of Spanish speaking students passing teacher-made examinations in mathematics ranged from 67% in grade 11 to 100% in grades 10 and 12. In Spring, the percent mastering the curriculum ranged from 0% in grade 10 to 100% in grade 12. Overall, the stated evaluation objective for mathematics was met and substantially surpassed. Students in grades 10 and 11 (Spring) failed to reach the criterion level (60% pass rate).

TABLE XIX

Science Performance

Russian Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Science

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	1	1	100%	1	1	100%
10	1	1	100%	---	NO DATA	---
11	---	NO DATA	---	1	1	100%
12	2	1	50%	2	2	100%

In the Fall term, the percentage of Russian speaking students passing teacher-made examinations in science ranged from 50% in grade 12 to 100% in grades 9 and 10. In Spring, the percent mastering the curriculum was 100% in grades 9, 11 and 12. Overall, the stated evaluation objective for science was met and substantially surpassed. Students in grade 12 (Fall) failed to reach the criterion level (60% pass rate). Again small sample sizes are evident.

TABLE XX

Science Performance

French Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Science

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	---------- NO DATA ----------					
10	1	0	0%	1	1	100%
11	12	9	75%	12	11	92%
12	13	13	100%	13	13	100%

In the Fall term, the percentage of French speaking students passing teacher-made examinations in science ranged from 0% in grade 10 to 100% in grade 12. In Spring, the percent mastering the curriculum was 92% in grade 11 to 100% in grades 10 and 12. Overall, the stated evaluation objective for science was met and substantially surpassed. Students in grades 10 (Fall) failed to reach the criterion level (60% pass rate). The small sample sizes must be taken into account when judging the above results.

TABLE XXI

Science Performance

Spanish Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Science

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	---------- NO DATA ----------					
10	1	1	100%	2	2	100%
11	15	12	80%	15	15	100%
12	5	5	100%	5	5	100%

In the Fall term, the percentage of Spanish speaking students passing teacher-made examinations in science ranged from 80% in grade 11 to 100% in grades 10 and 12. In Spring, the percent mastering the curriculum was 100% in all grades. Overall, the stated evaluation objective for science was met and substantially surpassed in all grades (60% pass rate).

TABLE XXII

Social Studies Performance

Russian Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Social Studies

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	---------- NO DATA ----------					
10	12	12	100%	14	14	100%
11	20	20	100%	19	17	90%
12	11	11	100%	14	13	93%

In the Fall term, the percentage of Russian speaking students passing teacher-made examinations in social studies was 100% in grades 10 to 12. In Spring, the percent mastering the curriculum ranged from 90% in grade 11 to 100% in grade 10. Overall, the stated evaluation objective for social studies was met and substantially surpassed in all grades (60% pass rate).

TABLE XXIII

Social Studies Performance

French Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Social Studies

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	---------- NO DATA ----------					
10	1	1	100%	2	2	100%
11	12	10	83%	12	11	92%
12	13	13	100%	13	13	100%

In the Fall term, the percentage of French speaking students passing teacher-made examinations in social studies ranged from 83% in grade 11 to 100% in grades 10 and 12. In Spring, the percent mastering the curriculum ranged from 92% in grade 11 to 100% in grades 10 and 12. Overall, the stated evaluation objective for social studies was met and substantially surpassed in all grades.

TABLE XXIV

Social Studies Performance

Spanish Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Social Studies

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	---------- NO DATA ----------					
10	1	1	100%	2	2	100%
11	15	15	100%	15	14	93%
12	5	5	100%	4	4	100%

In the Fall term, the percentage of Spanish speaking students passing teacher-made examinations in social studies was 100% in all grades. In Spring, the percent mastering the curriculum ranged from 93% in grade 11 to 100% in grades 10 and 12. Overall, the stated evaluation objective for social studies was met and substantially surpassed in all grades (50% pass rate).

TABLE XXV

Cultural Heritage Achievement

Russian Speaking Students

Number and Percent of Students Passing Teacher-Made Examinations in Cultural Heritage

	Spring 1980		
Grade	N	Number Passing	Percent Passing
9	2	2	100%
10	25	24	96%
11	63	62	98%
12	25	23	92%

In the Spring term, the percentage of Russian speaking students passing teacher-made examinations in cultural heritage ranged from 92% in grade 12 to 100% in grade 9. Overall, the stated evaluation objective for cultural heritage was met and substantially surpassed in all grades (60% pass rate).

TABLE XXVI

Attendance

Russian Speaking Students

Significance of the Difference between Attendance Percentages of Program Students and the Attendance Percentage of the School

Average School-Wide Attendance Percentage: 85%

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	P
9	2	94.5%	7.8	9.5	--	--
10	23	91.3%	5.4	6.3	5.60	.001
11	60	85.5%	8.6	.5	.45	NS
12	25	91.5%	7.6	6.5	4.28	.001

The average attendance rates for Russian speaking students ranged from 91% (grade 10) to 95% (grade 9) with little within grade variation. Compared to the average school-wide attendance rate of 85%, students in grades 10 and 12 had rates which differed significantly from the school-wide rate at the .001 level.

TABLE XXVII

Attendance

French Speaking Students

Significance of the Difference between Attendance Percentages of Program Students and the Attendance Percentage of the School

Average School-Wide Attendance Percentage: 85%

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	P
9	---------- NO DATA ----------					
10	3	100%	0.0	15%	*	*
11	11	95.9%	3.8	10.9%	9.51	.001
12	15	94.5%	7.8	9.5%	4.72	.001

*Cannot be computed

The average attendance rates for French speaking students ranged from 95% (grade 12) to 100% grade 10. Student data in grades 11 and 12 substantially surpassed the average school-wide attendance rate of 85%. The attendance rates of these students are exceptionally high.

TABLE XXVIII

Attendance

Spanish Speaking Students

Significance of the Difference between Attendance Percentages of Program Students and the Attendance Percentage of the School

Average School-Wide Attendance Percentage: 85%

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	P
9	---------- NO DATA ----------					
10	4	86.8%	11.6	1.8	.31	NS
11	13	90%	11.5	5.0	1.57	NS
12	3	91%	1.7	6.0	6.11	.001

The average attendance rates for Spanish speaking students ranged from 87% (grade 10) to 91% (grade 12). The average school-wide attendance rate was significantly less than that of 12th grade program students. Tenth and 11th grade students failed to attend at rates differing significantly from the school rate. However, educationally, the rates for these students are high. It is suggested that small sample sizes might have contributed to the lack of statistical significance in the observed differences.

Findings, Hebrew Speaking Students

For these students, reported data are scanty, reflecting the small number of students served. As the reported numbers are small (generally less than three students), presentation in tabular form would not have been very meaningful. Rather, a narrative summary of the achievement of these students is provided below.

On the Criterion Referenced English Syntax Test (CREST), the one 11th grader reported made excellent gains, mastering an average of 4.40 objectives per four weeks of instruction.

The mathematics and science performance of Hebrew speaking students on teacher-made tests was observed to be as follows. In mathematics, one 10th grader was tested in Fall and Spring semesters; both passed the examination that was administered. In science, one 10th grader was tested in each term, and passed the examination on each occasion.

The attendance of Hebrew speaking students was observed to be 95% (10th grade students) and 81% (for the one 11th grade student reported).

VIII. Summary of Student Outcomes, Conclusions and Recommendations

A. Summary of Student Outcomes

The student outcomes may be summarized as follows:

English. Overall, Russian, French/Creole, and Spanish speaking students made good gains in increasing their mastery of English syntax, as measured by the CREST.

Reading in the Native Language. The Hispanic students were the only ones for whom pre and posttest scores were reported in the area of native language reading. The 10th and 11th grade students reported made significant gains on level V of the Prueba de Lectura. The 9th graders achieved very high scores on the same level of the test. The fact that this achievement was not statistically significant is due to the number of scores at the ceiling of the test, truncating actual growth. The high scores attained, however, indicate the students' competence in Spanish. Russian students' achievement in native language skills was reported as the percentage of students passing teacher-made examinations in native language arts. The Russians achieved passing rates in excess of 82%, far above the 60% criterion level.

Content Area Achievement. Russian, French/Creole and Spanish speaking students generally met or exceeded the program's criterion for mastery in the areas of mathematics, science and social studies (a 60% passing rate).

Attendance. Bilingual program students had attendance rates which equalled or surpassed the schoolwide rate for all language groups and grade levels. In almost all cases the difference in rates was statistically or educationally significant in favor of the bilingual students.

B. Conclusions and Recommendations

The evaluator visited South Shore High School on four occasions, and spoke at length with the Program Coordinator, Private School Coordinator (who is also the Yiddish specialist) and other members of the Title VII staff. (No visits were made to the participating private schools.) She also visited classes, and spoke with program students.

On the basis of these site visits, the following conclusions were drawn:

Project BLAST has proved to be an effective transitional program, staffed by dedicated and resourceful individuals, and implemented with sensitivity to the special needs of its participants. The program functioned efficiently in 1979-1980 despite the fact that a new Program Coordinator had assumed that position in the final year of a five-year funding cycle, and despite numerous bureaucratic, computer-related knots which were beyond the control of the Title VII staff and which took considerable time to untangle.

The Project BLAST staff has been challenged to design and implement a program which would meet the needs of students in several language groups; the disproportionate numbers in each group further complicated that task, since the most desirable situation was obviously one in which all the students were receiving comparable instructional and non-instructional services. At the same time, the courses offered to a group of 15 could not, in any given year, be as diverse as those provided for a group of 100. (This problem was aggravated by the fact that the larger group was receiving services from two distinct Title VII programs.) The program

resolved this discrepancy, in part, by offering content area instruction to individuals or small groups on a pull-out basis. The high level of motivation and skill, and the unusual linguistic ability of the program's paraprofessional staff, and the utilization of tutoring by peers, made the tutorial program a distinctive and successful feature of the program.

Another aspect of the instructional program which deserves not only praise, but also replication by other Title VII programs, is the inclusion in native language arts classes of American-born students who are learning Spanish, French, or Russian as a foreign language. The French class which the evaluator observed was an excellent example of how bilingual programs can enhance the foreign language skills of English-dominant students while providing native language arts instruction to program students and knowledge of literature to both groups. Equally important was the practice of inviting students from the program to speak in mainstream social studies or area studies classes; program students were in this way encouraged not only to made use of the resources offered by South Shore--a comprehensive school providing instruction in diverse subjects--but also to become a resource for other students in the school.

The effort to achieve parity among the language groups was less successful in non-instructional areas than in the instructional component. Students who were dominant in French/Creole and Spanish did receive supportive services which would hardly be available in the absence of a bilingual program; on the other hand, they would benefit from additional services in the areas of guidance (particularly career and vocational counseling) and curriculum development.

It is recommended that, in the future, the testing program and reporting of data be fully implemented. The student outcomes indicate that the Russian students are underreported, and achievement data in the area of native language reading were not available for all language groups. Finally, consideration should be given to an alternative instrument for measuring reading achievement in Spanish for those students who have strong skills in their native language, as the test currently in use does not adequately reflect student growth in this area.